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ABSTRACT

The Communication Laboratory, established in 1971, was brought into existence by the world population crisis. Two specializations of the program include: 1) the production of materials for interpersonal and mass media programs that are designed to induce a desired change through persuasive communication, and, 2) research in communication as a discipline within the social sciences. Hence, the lab division of two sections -- The Communication Production Laboratory and The Communication Research Laboratory -- reflects this twofold emphasis. Study in communication may be pursued at the Master's level, Doctoral level, or short term residencies. The curriculum is based on four principles: academic training in basic theory and empirical research; practical experience in communication research and evaluation; comprehensive and critical review of research literature on human learning and persuasive communication and the role of education and communication in social and economic development; and practical experience in applied communication. While the Production Laboratory goals range from developing communication materials and programs to conducting group training programs, the Research Laboratory's objectives focus on conducting experiments and research in fields of communication study. (SJM)

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GRADUATE TRAINING FOR COMMUNICATION AND SOCIAL DEVELOPMENT

Population, Community Development, Nutrition, Health, and Agriculture

SP 006 290

Community and Family Study Center
Division of the Social Sciences

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GRADUATE TRAINING FOR COMMUNICATION AND SOCIAL DEVELOPMENT

Population, Community Development, Nutrition, Health, and Agriculture

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STAFF OF THE COMMUNICATION LABORATORY

Prof. Donald J. Bogue, Director
Dr. Fred Reed, Assistant Professor, Director of Research and Assistant Director of CFSC
Björn Berndtson, Director of Production and Assistant Director of CFSC
Bonnie Remsberg, Instructor of Scriptwriting and Television Production
Dan Price, Instructor in Radio and Television Production
Ronald Mulder, Senior Study Director of Communication Research
Mary Morse, Senior Research Assistant and Assistant Director of Production
George Daffin, Technician (electronics and photography)
Suzanne Gaskins, Secretary and Media Assistant

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PURPOSE

In 1971, the Division of Social Sciences of the University of Chicago established a training program in communication for social development. The Communication Laboratory is a training and research unit which was established at that time to provide practical experience in planning and executing programs in both interpersonal and mass communication. It is a branch of the Community and Family Study Center (CFSC). Located at the Museum of Science and Industry, adjacent to the University campus, it has a staff of seven senior members and numerous research assistants. The laboratory supplements a program of academic instruction, described herein, to round out a unique program of training toward the Master's Degree in Communication in the Division of Social Sciences or a specialization at the Ph.D. level in communication research.

The Communication Program has two specializations: (a) the production of materials for interpersonal and mass media programs that are designed to induce a desired change through persuasive communication, and (b) research in communication as a discipline within the social sciences.

The Laboratory is divided into two sections as a reflection of this twofold emphasis:

The Communication Production Laboratory,
directed by Bjorn Berndtson, assistant director of CFSC

The Communication Research Laboratory,
directed by Dr. Fred W. Reed, assistant director of CFSC

In addition to the facilities provided by the Laboratory itself, both of these units have access to rich resources in other parts of the University and to communication facilities within the Chicago metropolitan area.

The Communication Laboratory was brought into existence by the world population crisis. There is an urgent need to avert the cancellation of gains presently being made through economic development by training professional specialists for managerial and research positions in communication programs which have the reduction of birth rates as their goal. This remains a central focus of attention; however, the Communication program at the University and the activities of the Communication Laboratory are attracting the interest of other programs in business, government, health, social work, adult education, library science, and religion with the result that students who ultimately expect to seek employment with these agencies are also joining the program.

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THE TRAINING PROGRAM IN COMMUNICATION

At the University of Chicago, study in communication may be pursued on one of three levels:

a) *Master's level.* A five-quarter sequence of study leading to the Master's Degree in Communication in the Social Science Division.

b) *Doctoral level.* A three or four year program of study leading to the Ph.D. in Sociology with specialization in communication research.

c) *Short term residencies.* (Principally during the summer quarter.)

Four traits characterize this training program, and make it somewhat unique in comparison with communication training offered at other universities:

a) Each student receives a solid foundation in social science, with a strong emphasis on social psychology and learning theory.

b) Each student is trained in basic communication research and evaluation; selected students may become highly specialized in this area.

c) Equal importance and emphasis is attached to communication via personal contact or group processes and via the mass media. It is a premise of this program that an unbiased attitude and experience in both types of communication is essential.

d) Sustained practical experience in communication production and communication research are provided throughout the period of training.

The last three points of emphasis provide the Communication Laboratory with its role. Each quarter, the academic courses of the students are paralleled by practical laboratory work in communication production and research. Because about three-fourths of the students are working at the Master's level, the cycle of training in the laboratory (especially in the Communication Production Laboratory) is oriented to meet the needs of the M.A. students. The curriculum for these students merits a detailed explanation.

The curriculum of the Communication Program has been planned on the assumption that the students first undergo a full academic year of training (three quarters). This year is followed by two quarters of more advanced and specialized training in which the students write a Master's thesis and acquire professional experience either in communication production or research. (Students may be admitted any quarter of the academic year, but entrance in autumn or winter quarter is preferred.) The curriculum that is arranged for

this program is built upon four principles:

a) *Academic training in basic theory and empirical research.* The principal focus of the classroom training in this program is imparting basic theory, reviewing the findings of empirical research, and stimulating the students to do fresh and original thinking on the basis of principles and hypotheses, rather than cookbook rules. Heavy emphasis is placed upon course work in those social science disciplines which will be most useful to the student who aspires to this objective. A minimum of six courses in basic theory are required: one course in communication theory, two courses in social psychology, and three courses selected in education, sociology, anthropology, human development, or psychology.

A group of students, led by Dr. Fred Reed, discuss the application of small groups methods for reaching different audiences.

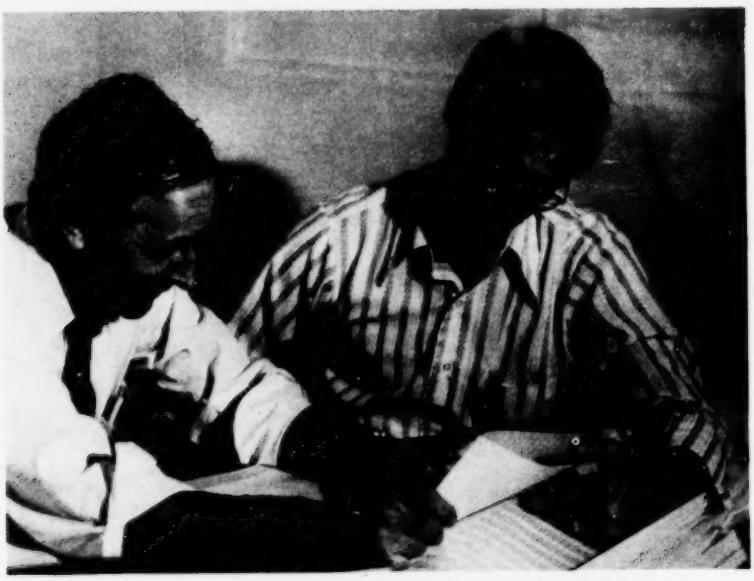
b) *Practical experience in communication research and evaluation.* Communication programs all over the world (including the United States) pay lip service to research. They recognize the importance of "basic research" that has no immediate application to a particular campaign underway. They recognize the need for pretesting and pilot-testing new programs before they are mass produced but almost never do it validly. They recognize the need for measuring the extent to which these programs attain their intended objectives, but rarely build evaluation into the program plan. They admit that com-

munication programs can be greatly improved by identifying and eliminating the causes of failure through evaluation research, yet evaluation research in communication is comparatively rare. Hence, at the present time, major American universities are not emphasizing graduate level training in communication research and evaluation. Instead, the emphasis is upon journalism and attaining artistic and technical level skills in production for the various media.

The University of Chicago program seeks to "zero in" on this research component. It aims to attract each year a few students of unusually high calibre (both M.A. and Ph.D.) into this program as a special field for thesis and later professional specialization. A set of academic courses, as well as training, have been devised to attain this end.

c) *Comprehensive and critical review of research literature on human learning and persuasive communication and the role of education and communication in social and economic development.* Seminar-type discussions consider the implications of findings from this field of research and theory for designing future communication experiments and programs. From all over the world, massive amounts of research reports, evaluation studies, and reviews of program experience are flowing in. The Communication Laboratory maintains a specialized library of these materials in the fields of communication and other social sciences. These materials have been organized into a course which is taught each summer. This course is continually revised as new materials come in. Following this course, each student is expected to do independent reading in the particular aspects that will affect his work most. When they leave the University, the students will be well read in the fields for which they will do educational and persuasive communication. This library is also much used in the preparation of theses.

d) *Practical experience in "applied communication."* Each trainee must become familiar with the basic processes of planning and production of messages for diffusion by personal contact and via each of the media. The objective of this training is to orient and to familiarize them with techniques and practical working of the media. The goal is not to attain a high level of skill or artistry in such production, but to make the trainee sufficiently "at home" with each medium so that he is prepared to work intelligently and effectively with skilled technicians and producers. The Communication Laboratory is equipped with the facilities to do this. A series of guided laboratory exercises, held in conjunction with academic courses, builds up this orientation and familiarity gradually. During the summer quarter, an especially intensive effort is made to provide comprehensive experience in "applied communication," with the special application in the students' spheres of interest.



Enthusiasm for research is best communicated by close contact between new and experienced researchers. Professor Donald Bogue and Senior Study Director Ronald Mulder review a computer output on media habits.

Master's Degree Course Plan. The five-quarter curriculum outlined below assumes that the students will normally enter as a group in the autumn quarter. (Students can be admitted at any quarter if they are judged capable of joining the program at the stage which happens to be current.) It is intended to provide maximum flexibility to meet the needs of individual students.

Autumn quarter–First year

Soc. 303	Principles of Social Psychology–F. Reed
Soc. 344	Introduction to Communication–D. Bogue
Elective	Recommended: Introduction to Population–P. Hauser

Winter quarter–First year

Soc. 348	Intermediate Social Psychology–F. Reed
	OR
Ed. 303	Educational Psychology–J. Getzels and J. Glidewell
Soc. 368	Lectures in Communication–Staff
Elective	Recommended: Introduction to Social Research–D. Bogue

Spring quarter–First year

Stat. 200	Introduction to Statistics (Divisional requirement)
Ed. 335	Concepts of the Educative Community–H. Thelen
	OR
Bus.	Marketing Communication
Elective	Recommended: Techniques of Communication Research and Evaluation–D. Bogue and F. Reed

Summer quarter–First year

Soc. Sci. 399	Population Communication–Staff (2 units)
Soc. 369	Social and Psychological Aspects of Fertility and Family Planning–D. Bogue and Staff

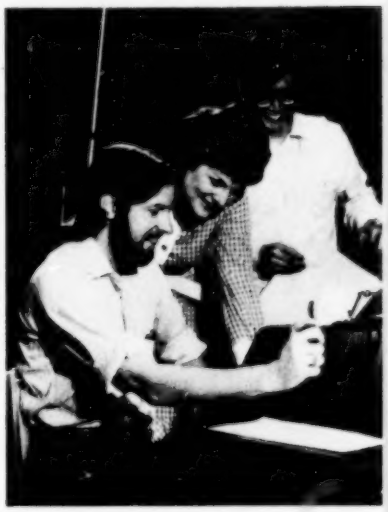
Autumn quarter–Second year

Soc. 552	Social Psychological Themes in Modernization–F. Reed
	OR
Ed. 382	Adult Education–W. Griffith and P. Cunningham
Soc. 390	Seminar: Thesis in Communication–Staff
Elective	Recommended: Individual work on thesis

Notes

1. A sixth quarter will be required for students who have inadequate preparation in the social sciences when they enter, or other deficiencies which must be remedied before they can receive the M.A. degree. Such students will substitute one "remedial" course during the autumn and winter quarters of the first year and in the fifth and sixth quarters will complete the communication requirements they may have missed.
2. A non-credit course entitled "Practicum in Communication" is offered each quarter during the academic year. Enrollment in this practicum is required for students seeking a degree.
3. The summer program is open to non-degree students, as in the regular university extension. However, prerequisites of prior study of communication are imposed, in order that only students with preparation for advanced work will be admitted.
4. Review of mathematics required for statistics is offered by CFSC for all Divisional Master's candidates.

Using a closed circuit TV system, students learn basic elements for television production from Instructors Dan Price (on the set) and George Daffin (at the control table) (see right).



Consulting with a professional artist helps students to develop near-professional taste in the creation of visual displays. Here, Jane Trowbridge (left) is discussing the layout of her family planning poster with the staff artist, Diana Magnuson.

Scriptwriting becomes an exciting experience under the skilled direction of Bonnie Remsberg (above right), a well-known freelance writer.

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COMMUNICATION PRODUCTION LABORATORY

The Communication Production Laboratory was established to provide each student with practical experience in:

a) How to produce communication materials for each of the media.
b) How to collaborate with professional producers of the media and educators to plan and to carry out sustained information-education campaigns.
c) How to plan long-range programs to organize and to manage a communication production unit, and to maintain a steady flow of high-quality programming from that unit.
d) How to plan and conduct group training and discussion sessions and personal counselling.
e) How to synthesize the coursework in theory with a realistic assessment of practical communication needs in order to produce communciation plans and programming that is both innovative and effective.

New students and visitors to the Communication Laboratory find the secretary, Suzanne Gaskins, a pleasant source of information on both the program and Chicago in general.

Using equipment which is available throughout the world, Production Director Bjorn Berndtson (left) explains how radio production can be both effective and inexpensive.

In order to achieve these goals, several types of experiences are essential. Among them are the following:

a) Familiarity with all of the basic equipment used in communication production by the major media: radio, television, print, movies.

b) Familiarity with practical application of the principles of unstructured learning in informal group settings.

c) Experience in planning an entire communication campaign and producing prototypical parts of that campaign with near-professional quality.

d) The ability to prepare scripts for each of the media—from spot announcements for radio and television to articles in magazines and booklets for direct mailing.

e) Participation in the pre-testing and pilot testing of production materials, and the revision of production plans in the light of pretest findings.

All of this experience can be acquired only by a continuous program of guided work and training. To accomplish this, the Communication Production Laboratory has mapped out a sequence of steps in "applied communication." In general, the student takes one course each quarter which necessitates his spending not less than ten hours per week in the Communication Laboratory. Following is a more detailed outline of the content of each:

Autumn Quarter: Laboratory in conjunction with Sociology 344, Introduction to Communication.

Week 1. Plan and lead a group discussion on a social issue such as family planning.

Week 2. Produce a radio discussion on some issue.

Week 3. Tape and edit an interview for radio.

Week 4. Plan and conduct a personal counselling session with a client on a personal problem such as family planning.

Week 5. Produce a TV discussion on some issue.

Week 6. Tape and edit a TV interview.

Week 7. Write a news release announcing a major campaign.

Week 8. Produce a 1-page leaflet in behalf of some cause for photo offset printing.

Week 9. Produce a poster in behalf of some cause, using a photograph taken by the student and lettered by headliner.

Week 10. Produce a film strip for use with an illustrated lecture.

Winter Quarter: Introduction to Scriptwriting, (Laboratory for Sociology 368), Bonnie Remsberg.

Ms. Remsberg is a scriptwriter and producer for a local national network

television station, who offers a laboratory course on principles of scriptwriting. She has developed a sequence of writing exercises, beginning with simple assignments and progressively involving more difficult programming. The student is encouraged to work on topics of particular interest to himself.

Spring Quarter: During this quarter, Professors Bogue and Reed teach a course in Communication Research which may be elected by students who desire experience and training in this field. This course emphasizes the application of survey methods for the measurement of communication habits and preferences, and for the evaluation of the impact of communication campaigns. It also stresses various approaches to pretesting and content analysis.

Summer Quarter: The summer quarter is a quarter of intensive work on applied communication. A series of half-day workshops, each on a different medium, are offered. A total of six such workshops, each lasting for three weeks, comprise the summer program. The program is as follows:

Mornings

Weeks 1–3 Radio production
Weeks 4–6 Television production
Weeks 7–9 Documentary movie production

Afternoons

Weeks 1–3 Group discussion and community organization work for campaigns
Weeks 4–6 Home visiting and client counselling for campaigns
Weeks 7–9 Mass mailing systems for communication campaigns

Each of these workshops is taught by a professional person with extensive experience in the medium which he teaches. By building upon the introductory work of the autumn quarter, these workshops are intended to bring the student to a good workmanship level of skill and appreciation of the production processes of the principal media.

It is the purpose of this program to provide a solid technical background in the production processes of all media (including interpersonal communication) so that the student has a broad perspective of the entire range of communication possibilities with their strengths and limitations.

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COMMUNICATION RESEARCH LABORATORY

The research branch of the Communication Laboratory has the following objectives.

a) It accepts grants and contracts from the government, foundations, and private communication corporations for specific research undertakings. In carrying out this research, it employs students in the communication program as research assistants.

b) It conducts continuous experiments and research in the following fields of communication study:

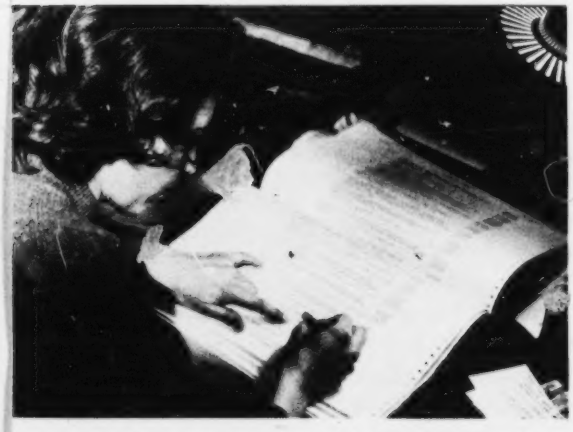
1) Sample surveys of media habits, audience evaluation of programming
2) Pre-test and pilot testing evaluation
3) Content analysis of programming and communication
4) Experimental studies of communication behavior
5) Measurement of the impact of communication programs

These studies are developmental in nature, intended to test scientific hypotheses, to improve and to refine methodology, or to explore new problems. Research resources of the other branches of the Community and Family Study Center are used in this program.

Because the Master's program strongly emphasizes the production of communication, the resources of the Research Laboratory are primarily devoted to Ph.D. students specializing in communication research, and to the minority of the Master's students who wish to do a thesis in communication research instead of communication production. There is no organized program of research training as such linked to the Research Laboratory. Instead, basic research preparation is made as a part of the much larger and fully developed research program of the Division of Social Sciences. Students are not allowed to join the research operation of the Communication Laboratory as research assistants until they have completed their basic research apprenticeship (except to perform routine tasks for which they have already been trained).

Much of the work of the Communication Research Laboratory supports the Ph.D. thesis research of advanced students. A student whose thesis is sponsored by the Laboratory is elevated to the status of Study Director. Student theses of outstanding quality are published in the Research Monographs series of the Community and Family Study Center.

Students who wish to specialize in communication research must undertake the same basic research preparation required of other CFSC research fellows. This is spelled out in detail in the publication, *Community and Family Study Center: Statement of Program.* A free copy is available upon request from the Center.



The communication program maintains a specialized library in which communication materials from around the world are collected. Senior Research Assistant Mary Morse is consulting the catalog for the library, which is computerized for easy access by the students.

HOW TO APPLY FOR ADMISSION TO THE COMMUNICATION PROGRAM

Persons interested in study for the Master's Degree or in special summer study should write directly to

Director of Communication Training
Community and Family Study Center
1126 East 59th Street
Chicago, Illinois 60637

Forms for making application and instruction for the steps to be taken will be sent to you promptly.

FELLOWSHIP SUPPORT

The Community and Family Study Center has a few fellowships and tuition stipends it can award to students from developing countries who plan to return and work in their own countries in behalf of a program of social development. The number of such awards is small, however, and candidates are urged to make application to the United Nations, U.S. Agency for International Development, Ford Foundation, International Planned Parenthood, Asia Foundation, Pan American Health Organization, World Health Organization, UNESCO, UNICEF, Population Council, Pathfinder Fund, or other international organizations with a program of technical support in their country.

The Community and Family Study Center helps to locate financial support for unusually qualified candidates, even after its own fellowships funds are exhausted.

STUDENTS GRADUATED FROM THE POPULATION COMMUNICATION PROGRAM THROUGH SCHOOL YEAR 1972–73

Name	*Sex*	*Degree*	*Country*	*Thesis Title*
AHN, Kye Choon	M	Ph.D.	Korea	Socioeconomic Correlates of Disadoption of Innovation: Family Planning
*BAM, Brigalia	F	M.A.	S. Africa	The Political and Economic Causes of Malnutrition amongst the Blacks in South Africa
BHIROMRUT, Patama	F	M.A.	Thailand	Communication, Education, and Information Plan on Family Planning Aspects, Thailand, 1974–1975
BISHOP, Joan	F	M.A.	Trinidad	Family Planning in Trinidad and Tabago: A Proposal of Improvement for its Programme of Information, Education, and Communication
CISNEROS, Antonio	M	M.A.	Bolivia	Marriage, Education, and Family Planning
GUNASEKERA, Anton	M	M.A.	Ceylon	Long-term Mass Communication Program for Family Planning and Population Education for the Republic of Sri Lanka
*HSU, Yvonne	F	M.A.	Taiwan	The Role of Mass Communication in Taiwan's Family Planning Program
LEE, Sea-Baick	M	M.A.	Korea	Communication for Family Planning in Korea
*LIN, Lan-Ching	M	M.A.	Taiwan	The Communication Approach to Taiwan's Family Planning Program
*MBAI, David	M	M.A.	Kenya	Five Year Multi-media Communication Program on Family Planning in Kenya
MORSE, Mary	F	M.A.	U.S.A.	A Community Based Program of Sex Education
RIZA, Mohammed	M	M.A.	Tunisia	Evaluation of TV Public Service Spots in Chicago
SUJONO, Harjono	M	Ph.D.	Indonesia	Family Planning as an Innovative Idea for Social Change in Indonesia

**In Residence, Summer, 1973. Graduating, Summer, 1973.*